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These selections may be regarded, according to the editor, as a body of literary models based upon a single theme—the theory of style. Most books of literary models, insists Professor Cooper, are a collection of literary scraps, beginning with a description of a glacier and ending with a chapter from Darwin's *Descent of Man*. Such miscellaneous selections are lacking in the power of co-ordinating the processes of the youthful brain. Such a feast of scraps must, pedagogically speaking, end in scraps of expression. Form and substance, expression and knowledge ought never to be broken. Few teachers will disagree with Professor Cooper on this point.

Another possible application of the volume is the opportunity of doing some purely theoretical investigation of the *essay* and the *address* on style. Such a research, however, lies beyond the secondary pupil. Again, the book may serve as a book of reference, for it contains those historic utterances on style arranged in rough chronological order—with the exception of Wackernagel's essay—which are necessary for even a complete casual acquaintance with the development of prose style. Even secondary pupils, we believe, will read much in this book which will interest them more, and have more direct results than the reading of less soulless rhetorics.

Whether or not we have justified our enthusiasm for Professor Cooper's book is immaterial. It may be that the credit for our pleasure and profit in reading the volume should be given to the classic discourses themselves. Let the praise fall where it will, on the classic utterances or on the editor's judicious management of the essays, or on both, we are confident that if teachers of English who do not know the historic course of prose and theory, will read this book diligently they will thank Professor Cooper for bringing such a wealth of knowledge and profit to them in such compact form.

Selections from Byron: "The Prisoner of Chillon," "Mazeppa," and Other Poems. Edited, with Introduction and Notes, by SAMUEL MARION TUCKER. Boston: Ginn & Co., 1907. Pp. 101. \$0.25.

Forty-three pages of introduction, treating Byron's importance as a historic figure, and his intimate relationship with his works, to one hundred and one pages of Byron's poems, is, we believe, a poor proportion. Such however, is the proportion in Professor Tucker's *Selections from Byron*. The notes are meager and pedestrian; the introductions to the longer poems, such as the "Prisoner of Chillon" and "Mazeppa," are instructive and entertaining. The introduction to the book is good and well balanced.

Written and Oral Composition. By MARTIN W. SAMPSON AND ERNEST O. HOLLAND. New York: American Book Co. Pp. 293.

Professors Sampson and Holland have produced a book intended to meet, no doubt, the conditions as they have found them in the villatic secondary schools of Indiana. That the schools of Indiana should need such a book speaks rather ill of the schools but well of the authors of the book. The lack of brain stuff in the volume is no evidence of a similar lack in the authors' heads, but rather it is a sad commentary on what they have evidently found in the heads of their prospective students at the University of Indiana. Beginning with such elementary assignments as to write a short story on "A Basket," "A

Dog," "A Monkey," "A Boy," the authors proceed in easy, careful steps to narrations on "A Timid Girl," "A Camera," to "How We Reached Home," and to the more elevating and involved themes of "A Careless Lawyer" and "A Church." Passing over the lessons on "Descriptions" and "Exposition," we come to such themes in argumentation as "Ought We to Have Six School Days a Week?" "Is It Our Duty to Be Cheerful?" and "Ought There to Be Freedom of the Press?"—themes that might be called lollypops. But the face of the schoolmaster is nowhere more apparent than in a diverting and entertaining discourse on "How to Stand and Speak." In part this advice reads as follows: "When you practice your talk, stand straight, with feet together, arms hanging at the side, and head erect. This position will be easy, if you remember to get your weight forward. Before you begin to speak, put your heels together and rise on your toes; stand there a moment and then drop the heels slowly, keeping the weight poised on the balls of the feet. Then stand still." Such advice is, we admit, admirable, but we do not recall any such directions in any other book on composition. Hence, such a consideration gives a distinctive and unique flavor to the book. Personally we hold the authors in high esteem, but we cannot check the humor that arises in reading this discourse. Let us hope that the conditions in the study of English in other states are not similar to those that Professors Sampson and Holland have found in Hoosierdom.

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A Source Book of Greek History. By FRED M. FLING. New York: D. C. Heath & Co., 1907. Pp. 370. \$1.

Among the numerous source books that have appeared during late years this is remarkable as the first adequate book in the attractive field of Greek history. Teachers of history are familiar with the source pamphlets of Professor Fling issued some years ago by the University of Nebraska. This book is a more serious attempt in the same field.

The preface indicates that the author's intention is to produce a book adapted to the needs of secondary schools. With ancient history compressed into the Procrustean bed devised by the Committee of Seven it is hard to find time to use the sources. Ambitious and enthusiastic teachers, who have such aim, will find in this book a helpful guide as to material and method, and an excellent work for the reference shelf. Except in the case of advanced classes, where the students might advantageously purchase the book, the duplication of copies for reference is possibly the best method of using it. It is needless to say that Professor Fling holds up a high ideal. The average pupil might find some of the questions difficult to comprehend and more difficult to answer. It is doubtful whether the so-called source method or comparison of the sources can be used to any advantage with the younger pupils, although it is certainly desirable that every pupil should have acquaintance with the sources.

The book covers the whole course of Greek history, the authors quoted ranging from Homer to Polybius. The selections represent not simply the political and military phases of history, for the scope of the book is shown by